

**HST 598: Race, Ethnicity and Nation**  
**Schedule Line # 77517**  
**Spring 2005**  
**Monday, 1:40am – 4:30pm**  
**ED Room #328**

**Syllabus**

Department of History, Arizona State University, Tempe, AZ 854302-4302, (480) 965-5778

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**Course Objective:**

This course will provide a conceptual foundation that seeks to explore or challenge Eurocentric, essentialist, "conservative," and "liberal" orthodoxies of race and ethnicity in North America. It is based upon the premise (reality) that race and ethnicity lies at the very nexus of American history and life, and that students of history should ask several fundamental questions including but not limited to: 1) What are nation, race, and ethnicity?; 2) What historical processes have contributed to the formation and maintenance of national, racial and ethnic hierarchies in North America?; 3) How have revisionist interpretations of history, critiques of liberalism and conservatism, material determinism, structural determinism, biological determinism, postmodernism, decolonization studies, and popular culture influenced our understandings of race, ethnicity and nation, and the ways we continue to negotiate them in society?; 4) How can we better understand the exigencies and intersectionality of race, ethnicity and nation, especially through the use of inclusive modes of information gathering and analysis (such as language, storytelling, counter-storytelling, personal narratives, material culture, informal communication, public monuments, celebrations, and commemorations)?

The legacies of invasion, conquest, slavery, colonization, immigration, and creolization are inseparable from issues of race, ethnicity and nation, and they contribute to the structural foundation supporting the current hegemonic order permeating all of society. This course, therefore, is based on the supposition that the study and analysis of race, ethnicity and nation is not mere ornamentation in the production of North American history, it is instead essential to the achievement of scholarly excellence.

**Course Requirements:**

Regular attendance and punctuality are expected and will be strictly monitored. Students must also come to each class prepared to discuss the reading assignments. We reserve the right to call on students to answer questions and offer their opinions and insights at any time.

Students must also complete a 3-4 critical analysis of each of the seminar's assigned (weekly) texts and articles collections. These analyses must be typewritten (12 Times New Roman Font), double spaced, and framed by one-inch margins. Students must list the full citation of the required reading at the top of the first page of each critique. References to course readings may be cited simply as page numbers in parentheses in the text. Should you cite a work that is not an assigned reading, you must footnote it, using *Chicago Manual of Style* format. These critiques will be collected at the end of each class in which the book in question is discussed (4:30pm). Late critiques will be penalized one letter grade per day if submitted after the due date.

You are also expected to write two book reviews (approximately 750 typed-words, single-spaced), from the larger Race, Ethnicity and Nation Core Course Reading List. The book reviews should reiterate the thesis of the book, explain how the author attempts to prove his/her thesis through the particular form and content of the book, discuss the book's main strengths, particularly whether or not the author proves his/her thesis successfully, and discuss its main weaknesses. Also included in the review should be a critical assessment applying some type of analysis learned from the course readings. Copies of the review should be brought to class and distributed to seminar participants. Each student will also orally present their book review and be prepared to field questions from the class.

The final paper for the class (approximately 25 typed-pages, double-spaced) should be a synthesis of all the course readings into a useful analytical framework. Rather than providing a summary of each separate reading, your analysis should focus on how the readings interact with one another as well as how they have shaped your definitions of "nation," "race" and "ethnicity." For example, it might be useful to think about how the various intellectuals might respond to one another's work, whose arguments are more or less convincing, which theoretical frameworks are the most or least compelling, and where the strengths and weaknesses of each work intersect.

"Incompletes" are not options and will not be given unless you are unable to submit your research paper on time due to incapacitation, a death in the family, or a similar (*professionally documented*, i.e. signed physician's note, etc.) emergency.

Lastly, advanced students (that is, everyone who is not a first-year graduate student in our program) will be required to come to class each week with four questions pertaining to the required reading to help facilitate class discussion. These will be collected at the end of each class period.

Thirteen books and four articles comprise the required readings for the course. Participation grades are based upon attendance, contributions to class discussion, *and* the extent to which students commit themselves to this course professionally and intellectually. Films may be shown to emphasize particular dimensions of the subject matter, and the lives and experiences of key individuals. Throughout the course, students will be challenged to think critically and analytically about the race, ethnicity and nation in North American history, and our systematic examination of these topics may take us out of the classroom and into the community.

**Grading:**

Weekly Essays	(40%)
Book Reviews	(20%)
Class Participation/Attendance	(20%)
Final Paper	(20%)

**Scale:**

98-100 = A+
93-97 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
59-50 = E

**COURSE READINGS:**

All course readings below are required. Books are available for purchase at the ASU Bookstore. Since the only articles for the course are assigned during the first week, students are only responsible for reading those available through on-line sources.

**BOOKS:**

Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Belknap, 2000.

Richard Delgado, Jean Stefancic, and Angela Harris, (eds.). *Critical Race Theory: An Introduction*. Yale University Press, 2001.

Frantz Fanon, *The Wretched of the Earth*. Grove Press, 1965.

Eva Marie Garroutte, *Real Indians: Identity and the Survival of Native America* University of California Press, 2003.

Joseph L. Graves, *Emperor's New Clothes: Biological Theories of Race at the Millennium*. Rutgers University

Press, 2003.

John Higham, *Strangers in the Land: Patterns of American Nativism, 1860-1925*. Camden: Rutgers University Press, 2002.

Reginald Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Harvard University Press, 1986.

Matthew Frye Jacobson. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Harvard University Press, 1999.

Leon F. Litwack, *Trouble in Mind: Black Southerners in the Age of Jim Crow*. Vintage, 1999.

Ian Haney Lopez, *Racism on Trial: The Chicano Fight for Justice*. Belknap Press, 2004.

Emma Perez, *The Decolonial Imaginary: Writing Chicanas into History*. Indiana, 1999.

Edward W. Said, *Culture and Imperialism*. Vintage Books, 1994.

Henry Yu. *Thinking Orientals: Migration, Contact, and Exoticism in Modern America*. Oxford University Press, 2002.

#### ARTICLES/BOOK CHAPTERS:

Kathleen Neils Conzen, et al., "The Invention of Ethnicity: A Perspective from the USA," *Journal of American Ethnic History* Vol. 12., No. 1 (Fall 1992): 3-23.

Gary Gerstle, "Liberty, Coercion, and the Making of Americans," *Journal of American History* Vol. 84, No. 2 (September 1997): 524-558.

David A. Hollinger, "National Solidarity at the End of the Twentieth Century: Reflections on the United States and Liberal Nationalism," *Journal of American History* Vol. 84, No. 2 (September 1997): 559-569.

Donna Gabaccia, "Liberty, Coercion, and the Making of Immigration Historians," *Journal of American History* Vol. 84, No. 2 (September 1997): 570-576

*International Migration Review* on segmented assimilation: Winter 1997.

Peter Kolchin, "Whiteness Studies: The New History of Race in America," *Journal of American History*, 89 (June, 2002): 154-73.

#### Seminars and Assignments:

**Week 1**            Monday, January 23.            (Professors Simpson, Whitaker and Wilson)

Readings:            Kathleen Neils Conzen, et al., "The Invention of Ethnicity: A Perspective from the USA," *Journal of American Ethnic History* Vol. 12., No. 1 (Fall 1992): 3-23.

Gary Gerstle, "Liberty, Coercion, and the Making of Americans," *Journal of American History* Vol. 84, No. 2 (September 1997): 524-558.

David A. Hollinger, "National Solidarity at the End of the Twentieth Century: Reflections on the United States and Liberal Nationalism," *Journal of American History* Vol. 84, No. 2 (September 1997): 559-569.



Paul Gilroy, *Against Race: Imagining Political Culture Beyond the Color Line*  
Harvard University Press, 2001.

Taiaiake Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto*.  
Oxford, 1999.

**Week 6** Monday, February 27

(Professor Whitaker)

Readings: Richard Delgado, Jean Stefancic, and Angela Harris, (eds.). *Critical Race Theory: An Introduction*. Yale University Press, 2001.

Book Review  
Readings:

James N. Gregory, *American Exodus: The Dust Bowl Migration and Okie Culture in California* New York: Oxford University Press, 1991

David Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. University of California Press, 1995.

Allan Johnson, *Privilege, Power, and Difference*. Mayfield, 2001.

**Week 7** Monday, March 6.

(Professor Simpson)

Reading: Reginald Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*. Harvard University Press, 1986.

Book Review  
Readings:

Karen Isaksen Leonard, *Making Ethnic Choices. California's Punjabi Mexican Americans*. Temple University Press, 1994.

David Roediger, *Wages of Whiteness: Race and the Making of the American Working Class*. Verso, 1999 Revised.

Judy Yung. *Unbound Feet: A Social History of Chinese American Women in San Francisco*. University of California Press, 1995.

**Week 8** **Monday, March 13.**

**No Class Scheduled: Spring Break**

**Week 9** Monday, March 20.

(Professor Wilson)

Readings: Emma Perez, *The Decolonial Imaginary: Writing Chicanas into History*. Indiana, 1999.

Book Review  
Readings:

Devon Mihesuah, *Indigenous American Women: Decolonization, Empowerment, Activism*. University of Nebraska Press, 2003.

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed, 1999.

Hauani Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. University of Hawai'i, 1999.

**Week 10** Monday, March 27.

(Professor Simpson)

Reading: John Higham, *Strangers in the Land: Patterns of American Nativism, 1860-1925*. Camden: Rutgers University Press, 2002.

Book Review  
Readings:

Neil Foley, *White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture*. University of California Press, 1991.

Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*. University of North Carolina Press, 2003.

Kerby Miller, *Emigrants and Exiles: Ireland and the Irish Exodus to North America*. Oxford, 1988.

**Week 11**

Monday, April 3.

(Professors Simpson, Whitaker and Wilson)

Readings:

Ian Haney Lopez, *Racism on Trial: The Chicano Fight for Justice*. Belknap Press, 2004.

Book Review  
Readings:

Vicki Ruiz, *From Out of the Shadows: Mexican Women in the Twentieth-Century America*. Oxford, 1999.

George Sanchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. Oxford University Press, 1995.

**Week 12**

Monday, April 10.

(Professor Whitaker)

Readings:

Leon F. Litwack, *Trouble in Mind: Black Southerners in the Age of Jim Crow*. Vintage, 1999.

Book Review  
Readings:

Richard D. Alba, et. al. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge: Harvard University Press, 2003.

Mario T. García, *Mexican Americans: Leadership Ideology and Identity, 1930-1960*. New Haven: Yale University Press, 1991. [275 Pages]

Mae Ngai. *Impossible Subjects. Illegal Aliens and the Making of Modern America, 1924-1965*. Princeton University Press, 2004.

**Week 13**

Monday, April 17.

Guest Facilitator: Dr. Karen Leong  
Associate Prof. of Women and Gender Studies  
Director, Asian Pacific American Studies

Readings:

Henry Yu. *Thinking Orientals: Migration, Contact, and Exoticism in Modern America*. Oxford University Press, 2002.

Book Review  
Readings:

Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History*. Durham, NC: Duke University Press, 2003.

Sucheng Chan. *Asian Americans: An Interpretive History*. Twayne Publishers, 1991.

Valerie Matsumoto, *Farming the Home Place: A Japanese American Community in California, 1919-1982*. Cornell, 1994 Reissue

**Week 14**

Monday, April 24.

(Professor Wilson)

Readings:

Eva Marie Garrouette, *Real Indians: Identity and the Survival of Native America* University of California Press, 2003.

Book Review

Readings:

Milton Gordon, *Assimilation in American Life: The Role of Race, Religion, and National Origins* New York: Oxford University Press, 1964.

Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1990*. University Press of Mississippi, 1991.

Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*. University of California Press, 2001.

**Week 15**

Monday, May 1.

(Professors Simpson, Whitaker and Wilson)

Readings:

Matthew Frye Jacobson. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Harvard University Press, 1999.

Book Review

Readings:

Thomas A. Guglielmo, *White on Arrival: Italians, Race, Color, and Power in Chicago, 1890—1945*. Oxford, 2004.

D.G. Kelley, *Yo Mama's Disfunktional!: Fighting the Culture Wars in Urban America*. Beacon Press, 1997.

**Research Papers/Final Assignment Due  
Monday, May 1, 2006**

**Tuesday, May 3.**

**Reading Day**